DOCUMENT RESUME

ED 279 469 RC 016 141

AUTHOR Lawless, Ken

TITLE The Family Support System: Education in Its Broadest Context. Harvesting the Harvesters. Book 4.

INSTITUTION State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS AGENCY Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE Oct 86
NOTE 17p.; For related documents, see RC 016 138-147. Photographs may not reproduce clearly.
AVAILABLE FROM School of Professional Studies, Potsdam College, Potsdam, NY 13676.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advisory Committees; Alcoholism; Child Abuse; Correspondence Study; Elementary Secondary Education; *Family Characteristics; Family Role; Inservice Teacher Education; *Migrant Children; *Migrant Education; Migrant Problems; *Parent Participation; Parent Rights; *Parent Role; Parent School Relationship; Preservice Teacher Education; Self Esteem; Units of Study
IDENTIFIERS Migrant Educators National Training OutReach

ABSTRACT

This fourth in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course discusses the importance of family in the educational success of migrant children and emphasizes the need to maximize every useful form of family involvement. Designed for use in preservice or inservice teacher education, the unit reviews parents' rights to be involved in deciding what type of education would be best for their children, the role of parent advisory councils, and how parents can demand their rights. It discusses bullying and child maltreatment and the controversial issue of interventions by teachers, schools, and the state and examines stereotypes of migrant workers as alcoholics. Excerpts from personal narratives and research portray family backgrounds of migrant children and emphasize the importance of family in formal and informal education. Research topics include references repertoire (i.e., informal learning experience) developed in disadvantaged homes as compared to middle class homes, parent education, role of family in compensatory programs, parent involvement in early childhood education, importance of parental involvement regardless of socioeconomic status, building self-esteem in infants, and roots of racism in non-migrant families. A list of state offices of migrant education and a 39-item bibliography are included. (LFL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279469
BOOK 4

HARVESTING the HARVESTERS

THE FAMILY SUPPORT SYSTEM
Education in Its Broadest Context

October 1986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Thompson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MAR 1987
RECEIVED
ERIC/CRESS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A child does not exist solely in an educational setting, but reflects and needs his total environment if he is to thrive.

Gloria Mattera

RC016141

BEST COPY AVAILABLE

MENTOR is a 143 Project supported by the U.S. Department of Education in conjunction with the New York State Education Department.

U.S. Department of Education
Washington, D.C. 20202

Ronald Reagan, President of the United States
William H. Bennett, Secretary of Education
John Stachle, Director,
Office of Migrant Education

Madeline Bosma,
Education Program Specialist

Melvin McNeil, Contract Specialist

New York State Department of Education
Upstate Regional Offices and Migrant Unit
Albany, NY 12234

Richard A. Bove, Chief
Barbara Martinage, Assistant
Leo Denault, Assistant

MENTOR
Potsdam College
Potsdam, NY 13676

Dr. William Q. Davis, Director
Ken Lawless, Curriculum Specialist
Kathleen List, Administrative Assistant

MENTOR Editorial Consultants

MENTOR wishes to thank the hundreds of people who volunteered to help the project with advice, encouragement, materials, and expertise of all sorts.

Luz C. Rodriguez Alvino
Urbana, IL

Dr. Joan Basile Jackson
Georgia Learning Resources System
Augusta, GA

Dr. Gary Bitter
Arizona State University
Tempe, AZ

Carol Blevins
Buckingham County Public School
Buckingham, VA

Dr. Richard Bonnabeau
Empire State College
Saratoga Springs, NY

Donald L. Carter
North Carolina
Migrant Education Program
Raleigh, NC

Dr. James Cummins
Ontario Institute for Studies in Education
Toronto, Ontario

I. Lorraine Davis
Wisconsin Department of Public Instruction
Madison, WI

Hilda Escobar
ESC Region I
Edinburg, TX

Susan Espinosa
Washington Elementary School
Woodburn, OR

Irma Guerra
Bureau of Human Resources
Madison, WI

Garland Hill
North Carolina Migrant Education Program
Raleigh, NC

Dr. Stephan L. Jackson
San Antonio, TX

H. Wayne Johnson
Olympia, WA

Helen L. Johnston
Author
Bethesda, MD

Edward Kinzel
Billings, MT

Herbert Kohl
Author
Point Arena, CA

Dr. Nicholas La Gattuta
Office of Continuing Education
Geneseo, NY

Alfredo Morales Lugo
Oregon Migrant Education Service Center
Salem, OR

Robert Lynch
Geneseo Migrant Center
Geneseo, NY

Marguerite McLean
Curriculum Generalist, Migrant Education
Mount Vernon, WA

Dr. Frank T. O'Hearn
Jefferson County School District 509 J
Madras, OR

Dr. Leonard Olguin
California State University
Long Beach, CA

Dr. Carlos J. Ovando
University of Alaska
Anchorage, AK

Manuel Perez
Oregon Legal Services Corporation
Ontario, OR

Dr. Manuel Recio
Pennsylvania Department of Educaiton
Harrisburg, PA

Dr. Michael Reed
Pennsylvania Migrant Program
Harrisburg, PA

Dr. Dorothy Rich
Home and School Institute
Washington, DC

Cecilia Santa Anna
Migrant Director
Lansing, MI

Ginger L. Schlegel
Region II Migrant Service Center
Prairie Grove, AR

Lyndon Searfoss
Arizona State University
Tempe, AZ

Dr. Nicholas J. Silvaroli
Arizona State University
Tempe, AZ

Don Snedeker
National University
San Jose, Costa Rica

Yolanda Tavera
Gervais Grade School
Gervais, OR

Dr. Thomas Gonzales
President, Linn Benton Community College
Albany, OR

Idolina Vela
Pharr/San Juan/Alamo
Independent School Distrct
Pharr, TX

Dr. Felipe Veloz
Eastern Oregon State College
LaGrande, OR

Ruby Wigginton
Wynne High School
Wynne, AR

Dr. Stanley Charnofsky
California State University
Northridge, CA

Dr. Francisco Cordasco
Montclair State College
Upper Montclair, NJ

Grace Halsell
Author
Washington, D.C.

Jane Hunt
Statewide Services Coordinator
Buckeye, AZ

Frank Pialorsi
Center for ESL
Tuscon, AZ

Potsdam College of the State University of New York

MENTOR wishes to thank the dozens of people at Potsdam College whose help was invaluable.

Clifton Wharton
Chancellor
State University of NY

Dr. Humphrey Tonkin
President
Potsdam College

Dr. Harvey Smith
Dean
School of Professional Studies

Kathleen Sukanek
Director
Research Foundation

The Migrant Network

East Coast Farmworkers Support Network
PO Box 1633
Raleigh, NC 27602

East Coast Migrant Health Project
1234 Massachusetts Avenue, NW, Room 623
Washington, DC 20005

East Coast Migrant Head Start Project
1401 Wilson Boulevard
Arlington, VA 22209

National Migrant Workers Council
29000 Eleven Mile Road
Farmington Hills, MI 48018

CAPR/CAPM
Ms. Pat Sherman
Ella Van Hoesen, B 105
SUC at Cortland
Cortland, NY 13045
607 753 4706

ESCAPE
Mr. Oscar Larson
Family Life Development Center
Cornell University
607 255 7794

CHOICE
Ms. Margaret Taylor
P.O. Box 250
New Paltz, NY 12561
914 257 2117

Step Beyond
Ms. Jane Snell
Ella Van Hoesen, B 105
SUC at Cortland
Cortland, NY 13045
607 753 4704

Project CHILD
Ms. Gloria Mattera
P.O. Box 70
Geneseo, NY 14454
716 245 5681

DISNET
Mr. Dwight Jones
P.O. Box 529
Nashville, AR 71852
501 845 3220

MEMO
Mr. Al Wright
P.O. Box 94064
Baton Rouge, LA 70804
504 342 3517

Mississippi Resource Center
Ms. Brenda Pounds
P.O. Box 220
Gulfport, MS 39501
601 896 1211

TEACH, MERLIN, HAPPIER,
Project CARE,
MR. ROGERS
333 Market Street
Harrisburg, PA 17126
717 783 7093

HEP/CAMP National Evaluation Project
Dr. Gary L. Riley
California State University Fresno
Joyal Administration, Room 224
Fresno, CA 93740
209 294 2541

BEST COPY AVAILABLE

The Formative Years

A migrant child's family environment is a crucial element in the success or failure of the child's education. Anything which can be done to enrich that family environment, to enrich it materially or culturally, will benefit the child. Questions of whether the mainstream American family is disintegrating are too complex for serious consideration in this format. However, to the extent that the American family may be a beleaguered institution, your task as a Migrant Educator will be made even more challenging. If affluent families are cracking under the stresses of contemporary living, impoverished families may be that much more difficult to strengthen. Stated baldly, middle class Migrant Educators may be asking lower class migrant families to follow a child-centered family model that the middle class itself has largely abandoned.

You will not find here extensive consideration of various models for preschool or day-care programs. This is a very controversial area, because such programs are expensive to fund and involve politically volatile social issues. As Karen Honig notes, "There are theoretical objections by some professionals to the removal of a very young child from the home for any kind of group care." We are not sidesteping this issue because it is controversial or because it is complicated. If you want to avoid controversy and complication, you must also avoid Migrant Education. There is no room in this format for an adequate consideration of the many appropriate ways to involve parents. What must be avoided is any deep antagonism between home and school, any sense that they are competing for the loyalty of the child. They **are**, of course, often competing, as you will see in the marvelous memoir by Billie Davis, so every effort must be made to emphasize the common goals home and school share in their mutual concern for the good of the child.

The family is the forgotten factor in school success.
Dorothy Rich, President of
The Home and School Institute

The Forgotten Factor

Dorothy Rich says that the family is the forgotten factor in school success because schools "are not quite sure what their involvement ought to be." Migrant Educators must work to maximize every useful form of family involvement, must listen to the words of migrants about the interplay of their lives with their schools, must consider the legal rights of migrant families.

All teachers ought to be sensitive to the child's home environment, but Migrant Educators must be hypersensitive. You should visit the homes of your students. In Chicago politics, the motto is "Vote early and vote often;" in Migrant Education, the motto is "Visit early and visit often." Your relationship with each student must be considered in the broadest possible context. You cannot narrow your focus to that traditional center of pedagogy, the classroom. To do so is to require the migrant child to compete under egregiously unfair conditions. You must teach in ways that encompass the child's total environment, particularly the family, to enhance the informal learning that must take place in the home, in the fields, and on the road by recognizing these as legitimate and essential arenas for learning.

Migrant Voices

Let us begin by listening to just two of the millions who have shared the migrant experience over the past several generations. First, a brief excerpt from *Unrooted Children* by Robert Coles:

During the two years I worked most closely and methodically with migrant families who belong to the so-called "eastern stream" I had occasion, in the case of ten families, to check on the children's school attendance and found that each child put in, on the average, about a week and a half of school, that is, eight days, during the month. Often the children had colds, stomach aches, asthma, skin infections and anemia, and so had to stay home "to rest." Often the children lacked clothes and so had to await their turn

to put on the shoes and socks and pants or dresses that were, in fact, shared by perhaps three or four children. Often the parents had no real confidence in the value of education, at least the kind they knew their children had to get, in view of the nature of the migrant life and in view, for that matter, of the demands put upon the migrant farmer who lives that kind of life. Nor did the children usually feel that what they had already learned—rather a lot of it outside the schools—ought to be forsaken in favor of the values and standards and habits encouraged within schools often enough attended at best on the sufferance of the teachers and the other children.

Rather obviously migrancy makes regular school attendance, even if very much desired by a particular set of parents for their children, next to impossible. The most ambitious and articulate migrant farmer I have ever met, a black man originally from northern Louisiana, describes precisely the dilemma he must face as a parent, a worker, an American citizen: "You don't realize how hard it is, trying to make sure your kids get a little learning, just a little. I don't expect my oldest boy—he's named after me—to go on and finish school. The little schooling he'll get, it's no good, because he's been in and out of so many of them, the schools, and he gets confused, and it's not good. You'll go from one state to the next, and sometimes the school will remember Peter, and they'll try to pick right up with him, where he left off, and give him special teaching, so he doesn't lose all his time just finding out what's going on, and where the other kids are. But, in a lot of schools, they don't seem even to want you, your kids. They'll give you and them those sour looks when you come in, and they'll act toward you as if you're dirty—you know what I mean?—as if, well, as if you're just no good, and that's that. My boy, he sees it, just like me, even if he's only nine, he does. I try to tell him not to pay attention, but he knows, and he tries to be as quiet and good as he can, but I can see him getting upset, only hiding it, and I don't know what to say. So I just try to make the best of it, and tell him that no matter what, even if it's a little bit here and a little bit there, he's got to learn how to read and how to write and how to know what's happening, not just to himself but to everyone in the world, wherever they all are. But the boy is right clever, and he says, daddy, you're not talking the truth at all, no sir, and it don't make any difference, he says, if you get your schooling, because the people who don't pay you any attention there, and only smile when you tell them you're sorry but you won't be there come next week, because you've got to move on with your family—well, those people will be everywhere, no matter where you want to go and what you want to do, so there's no getting away from them and why even try, if you know you're not going to win much." Yet his son Peter does try, and his failure to get a decent education, an even halfway adequate one, tells us, if nothing else, that earnestness and persistence, even on the part of a rather bright child, can only go so far.

Now a poignant and powerful memoir by Migrant Educator Billie Davis, whose article "I Was a Hobo Kid" appeared in *The Saturday Evening Post* and the *Reader's Digest*, helping to make her a nationally known speaker.

From my viewpoint as a migrant child, the most characteristic element of my life may be summarized in a brief sentence: I did not belong.

Our games of pretend centered almost always around this theme. When I played with a tiny plastic doll (not only were toys expensive, but they were a nuisance to carry, so even if someone gave us a toy we could not keep it unless it were small), I would pretend that we were "real people." I remember clearly the exact words I uttered as I sent my child, brushed and starched, like the kids who lived in houses, out to play: "Now don't go down to the camps and play with those dirty kids. You might catch the lice!"

I overheard conversations in the town. "Dirty gypsies, probably steal chickens and have the lice. Low class people like that. Not a thing you can do. Never appreciate anything. Give 'em something and they'll tear it up."

Often, when my sister and I had been successful in selling our baskets, we would find a school building, and, if there were no children there, we would walk about the grounds, just pretending that we were "school kids," pretending that we belonged to that

other world through which we walked as foreigners.

Once as we played on the swings in a park, we heard a child say to another, "mother says we have to go home when the six o'clock whistle blows. We're having company for supper." After that, on numerous afternoons in the parks and school grounds of perhaps a dozen states, I repeated the words to my brothers and sisters, loudly, so that kids from the houses could hear. It sounded so like real people. And my brothers and sisters copied me: "Mother says we have to go home when the six o'clock whistle blows. . . ."

Habitually I ducked into stairwells and doorways to avoid a direct meeting with a group of school kids, and I learned to walk far around little stores where they gathered, sucking on lollipops and jawbreakers and stringing out bubble gum in that smart-alecky way. I was white and spoke English and yet I recognized that I was very different. (How much greater is the problem of the child who is more different still!)

There were times when I felt angry and frustrated and bitter. I am sure I could have been led into violent and destructive action if a leader had appeared. Occasionally I threw rocks at the school kids, and once I tore the lace off the beautiful dress of a child who called me a dirty peddler. But greater than anger and bitterness was the desire to be like the others. I really did not want to fight them. I wanted to join them.

Undoubtedly this accounts for much of the eagerness with which I looked forward to attending school. I believed that in school one could learn how to read, which would somehow open magic doors to the world of real people. Ironically, after I started to school I became even more alienated. Now I was a kind of traitor to my own people. My parents, threatened in their position as I made ideals of the teachers, scoffed and ridiculed and even punished me. I was scolded for saying "thank you," slapped for refusing to say "ain't" and sent to bed hungry for putting ideas into the heads of the little ones.

At school I was a curiosity. Older than my classmates and accomplished in some areas beyond any of them I was behind where it counted most. I had to guess at the material they had covered before I arrived. They told in oral reports of music and dancing lessons. They baked cookies, competed in talent shows, drew pictures, and knew the names of movie stars.

"I can start a fire in the rain with only one match."

Should I venture to say it? They would laugh. If I were quiet, I was dull. If I talked, I was pushy and awkward. Sometimes I would become so eager to show that I did know something that I would butt in out of turn. It sounded loud and rude. It seemed to me that the others could shout each other down in a conversation and no one minded, but when I tried, they all stopped talking and stared.

So I learned to live in two worlds. I became a compromising, marginal type personality. Soon I could move from one role to another with considerable skill and even began to derive a certain pleasure from the experience. I came to realize that belonging nowhere has a positive side: You can learn to get along anywhere.

It is imperative that anyone who would understand the migrant child be able to comprehend the full significance of this tendency to adapt and compromise. Much that is taken for lack of motivation, dishonesty, and lack of ambition or initiative may be related to this mechanism.

The teacher must recognize the positive aspect and seek to guide the child in such a way that the ability to adapt becomes an asset. As for me, I was lucky enough to find a not uncomfortable niche, somewhere between the campgrounds and the town. Later I could think of myself as a bridge for my people. The wide range of sympathies, appreciations, and pleasures that compose the person I was to become is a legacy not to be despised.

Now I know that my parents were undergoing an experience similar to mine. They were ambivalent in their attitude toward the institutions of the town. On one hand they wanted their children to have a chance. They understood something of the value of education. They would declare loudly to every case worker, "We want to keep the kids in school." And they meant it when they said it. Still, school made deep inroads into their way of life. It limited freedom to travel and robbed the family of wage earners. It alienated them from their children and undermined their authority. They, too, had to learn to negotiate the uncertain route along society's margins.

Some of my efforts to join the world of real people were rather pathetic and others were humorous. There is no way of knowing how many attendance officers I have sent in circles of confusion by giving false addresses on registration blanks. And in some cases even a fine new accumulative record system would have failed to serve my best interests, because I changed my name. It seemed the last straw to have a boy's name on top of being a new kid. In spaces marked "Father's Occupation" I let my imagination run free. I would justify "carpenter" by explaining to myself that anyone who used a hammer and nails was a kind of carpenter; and "landscaping" might refer to anyone who worked with plants, and sometimes my father mowed lawns, too. And "salesman" was appropriate because of the basket business.

Mobility

All of the foregoing maneuvers, as well as the tendency to compromise rather than to rebel, are related to yet another significant factor in the migrant experience: Mobilty.

The individual migrant today may have more or less mobility, depending upon the situation in which he makes his living. If he is a member of a crew that follows an essentially established route month after month, then he may be living in a mobile ghetto. His associations may be almost permanent and the society in which he lives almost as closed as it would be if he lived in the slums of a city.

For most migrants, however, there is some possibility of change and regrouping, and even of joining and leaving the migrant stream. For these, the mobility may provide a significant degree of hope for the future, or an avenue of escape from disagreeable situations or associations.

Classroom Implications

How can we change the way an individual sees himself and his world? We must provide an atmosphere that convinces him through the things that we do that his fears and feelings are important, that he is a worthy individual. Telling him so will not suffice because we behave in terms of our feelings and not of our knowing. The adult who is

frightened and uneasy from the time he purchases a ticket for a trip by air until the wheels of the jet settle safely on the runway at its destination is little consoled by reading figures about flight safety. The child who perceives the classroom as a place of great threat will not change his perceptions by being told that nothing can hurt him there. He must experience the feeling of acceptance, of safety, of freedom to be who he is.

In order to provide this experience the teacher himself must honestly believe that each child is an acceptable human being without qualification. This does not mean he is acceptable if he reads well, if his face is clean, or even if he tries, but that he is an acceptable person. This does not mean we accept his inadequacies in social skills, his lack of knowledge, and his academic deficiencies as final. It must be understood that we expect improvement, that we have faith in his ability to improve, and that together we will work toward that end.

The expectations that the teacher has of the individuals in his class may be the most powerful motivating force of all. The teacher who can communicate this positive expectation can change the student's perception of himself. Goethe once said, "When we take a man as he is, we make him worse, but when we take him for all that he could be, we advance him to what he can be."

The type of learning climate that allows for this sort of communication to take place is dependent on the quality of the interpersonal relationships that are created in the classroom. Those students who feel unworthy and frightened, who are unable to distinguished between self-defeating and self-enhancing behavior, learned to see themselves in this way because of experiences they have had with human beings which convince them that they were not capable, not competent, and so not allowed to make choices. There is only one way to change these perceptions. We must provide every opportunity for them to have new and different kinds of experiences with human beings that will convince them of their worthiness and capabilities. These will only be successful if they are provided in an atmosphere of mutual trust and respect. This respect must be honest and it must be based upon truth. We must look for the strengths so that the respect can be sincere.

In developing an atmosphere conducive to this kind of growth it is extremely important that the teacher be aware of his own personality dynamics, of how he sees himself and his world. He must be sensitive to his own attitudes, values, and biases, and understand how these affect his interactions with other human beings because he becomes an instrument, a tool of vital significance in facilitating the growth of the students with whom he works.

I can only remember feeling very small and very unimportant.

Dr. Marvin Dunn,
former migrant remembering
primary school

Parental Rights

Here are some considerations about the legal rights spelled out in the enabling legislation that created and sustains programs in migrant education. This is a section from a handbook entitled *Migrant Parents' Rights and Responsibilities*, compiled by Ramon González in March 1982 and available through ERIC.

Role of Parents and Parent Advisory Councils in Migrant Education

How can individual parents participate in their children's education?

Individual parents have the right to (1) be informed of the progress of their child's education; (2) make recommendations about the migrant education program their children are participating in: (3) work with their children and the children's teacher to help each child do well in school; (4) approve a plan for teaching their children exactly what they need to know; (5) recommend teachers who understand the needs of migrant students and who are bilingual, it necessary; (6) recommend books which their children can understand and relate to; (7) recommend respect for their children's feelings and needs. (Rights of Parents, 1980).

How can parents demand their rights?

As parents they have the right to be involved in deciding what type of education would be best for their children. They should tell the teachers, school administrators and parent advisory council members how they feel about the migrant education program in which their children are enrolled. They should attend board meetings, meetings with teachers, and parent advisory council meetings and speak up. They should become familiar with their rights under the law and insist that the schools respect those rights (Rights of Parents, *1980).*

What is the role of the parent advisory councils?

Their primary role is:

1. *To advise the state education agency and local school district staff members on matters of concern in planning, developing, administering, and evaluating migrant education programs, and to make recommendations about the content of the project proposal, funding, and other matters of concern to the council.*
2. *To assist the project staff in developing the funding proposal which is submitted to the state board of education for approval, and then forwarded to the US Office of Education for approval and funding.*
3. *To assist project staff members in identifying needs and in developing policy for the planning and management of migrant education proposals.*
4. *To review, modify, and approve the migrant education project proposals and make recommendations about funding.*
5. *To visit and monitor migrant education programs.*
6. *To assist school districts and state staff members in involving individual parents and parent groups in the school's educational and related activities.*
7. *To act as a sounding board for other migrant parents and to serve as their advocate in developing policies and plans at the district and state level.* (Handbook for the State Parent Advisory Council, *1980).*

Maltreatment

We must take a look on the dark side of migrant family life. Migrant children seem to be up to five times more likely to suffer from abuse or neglect than non-migrant children. Migrant Educa-

tors must work to strengthen migrant families to help eliminate the stresses that contribute to maltreatment. In rare instances, Migrant Educators may need to intervene on behalf of a maltreated child. No situation is more delicate. On the one hand, the child must be protected, but on the other a clumsy or erroneous intervention can damage the fabric of the already fragile family. Many child psychologists feel that even a fairly rough or brutal family may be better than a succession of foster homes that may do permanent damage to personality development. A false accusation of maltreatment may reinforce a migrant family's fear of authority so much that cooperation with schools will become virtually impossible. Here are a few facts and ideas to help you make your difficult decisions.

Maltreatment Statistics

According to the best available evidence on the subject, a significant proportion of migrant children are, or have been, abused or neglected and the level of maltreatment among migrants is much higher than for the population in general.

Differential Risk Among Migrants

Within the migrant population, children are exposed to a differential risk of being maltreated, depending upon their migrant status and factors related to family structure and age composition. Information from both study components suggests that intrastate migrants had a higher incidence of maltreatment than either resettled or interstate migrants. In fact, interstate migrants had the lowest rate of the three groups, although the reasons for this variation are difficult to establish.

Maltreatment among interstate migrants may be relatively lower because they travel with their support systems, cope more effectively with stress, and/or have adapted better to the negative conditions associated with migrant life. On the other hand, the apparent lower incidence of maltreatment among interstate migrants could also be attributed to their transience and the effects that intermittent movements have on detection and reporting processes.

If the latter is the case, the statistics that ESCAPE compiled underestimate the actual level of maltreatment for interstate migrants, but more accurately reflect the incidence of abuse and neglect for migrants in the other two categories. It should likewise be emphasized that the rate of maltreatment among interstate migrants, while less than the rate for intrastate or resettled migrants, is still appreciably greater than for the general population or for groups in the same socio-economic stratum.

Other variations in maltreatment rates found in the migrant population were that children from single parent families had a higher probability of being maltreated, as did younger children. Both of these findings are consistent with results from research on child abuse risk conducted with non-migrant populations.

The School as Safe Haven

Next to the family, the school is generally considered the most important influence on a child's life. Here he or she spends one third of his or her young life, trying to learn, expecting to be cared for, and learning to trust. As a teacher you are entrusted with a real treasure—a child's spirit—it can grow and flourish or be crushed. For the abused child the school may be the only avenue of escape, a place where he or she can feel safe and can find people to depend upon. The general role of migrant educators in responding to maltreatment is to advocate for the child, working through state and local education agencies to protect the migrant child's welfare and reduce the risk that migrant children will be abused or neglected. Though migrant programs vary greatly from state to state, each offers a viable framework for aiding troubled migrant children and their families.

Identifying the Maltreated Child

It is never easy to know when a child has been maltreated. Children need families. A rough, sometimes brutal family may be better than no family at all, prompting the child to remain silent about harsh treatment. Older children may even develop the notion that they somehow deserve their harsh fates. When do you intervene?

It is never a simple decision. We must work to strengthen migrant families. The family must provide the stability within the child's life. A false accusation of brutality could destroy rapport between family and school. Does this mean we abandon migrant children to their sometimes cruel fate? Not at all. It means, again, that Migrant Educators must be even more sensitive, more painstaking, more professional than other teachers in knowing each student so well that any charges of maltreatment will be justified.

Unfortunately, there are no definitive rules for detecting child abuse or neglect. Every child reacts to maltreatment differently. The signs may be obvious—frequent unexplained bruises on the face—or they may be quite subtle—a very withdrawn child. You will need to be alert to the different physical and behavioral indicators exhibited by different children. Knowing the child, observing physical indicators or changes in behavior, and listening to what the child is saying are the main criteria for the early detection and prevention of child abuse or neglect.

Significant underreporting *of maltreatment by educators persists and comparatively few schools have invoked procedures to rectify this deficiency. Although the preponderance of reports on migrant children in some states originate with educators and have high substantiation rates, considerable improvement must be made if our educational institutions are to have any appreciable effect on the rate of maltreatment among migrant families.*

Schools and educators should be at the center of the movement to eradicate child maltreatment rather than on its periphery.

State Intervention and Respect for Children

There is considerable empirical evidence of the ineffectiveness of the state intervention into family life. There is substantial evidence that, except in cases involving very seriously harmed children, we are unable to improve a child's situation through coercive state intervention. In fact, under current practice, coercive intervention frequently results in placing a child in a more detrimental situation than he would be without intervention. This is true whether intervention results in removal of the child from his home or 'only' in mandating that his parents accept services as a condition of continued custody. Except in extreme cases, the net effect of intervention, taking into account the child's emotional attachment even to a psychologically unfit parent, is frequently damaging.

Based on this evidence, only failure to protect minimum interests should justify coercive state interference.

Alcohol and the Migrant Lifestyle

Some maltreatment problems will be alcohol-related. Migrant adults are frequently self-destructive, and a common form of that is alcoholism. However, having said that, we must take care to avoid the misleading stereotype of migrants as drunkards.

Yes, crew chiefs often gather street people, many of whom are chronic alcoholics, to pick crops. The typical migrant, however, has a drinking problem rather more like that of the typical non-migrant of similar economic status and ethnic background. Here is a perceptive excerpt from *Migrant: Agricultural Workers in America's Northeast* (1971), by William H. Friedland and Dorothy Nelkin, a book of cultural anthropology which lets the migrants speak for themselves and is very highly recommended:

Wining Up

Drinking is a major pastime. Despite this, many migrants regard drinking with ambivalence or hostility. When sober, they will denounce alcohol, but those who criticize alcohol when they are sober, may, on weekends, become drunk to the point of incoherence.

Alcohol, like so many other features of their life, brings relationships between migrants to a common level. Alcohol is not something to be hoarded; it is to be shared among friends and acquaintances. A person earning more than others has his earnings redistributed in this way, for those with money cannot drink alone.

Excessive drinking has other implications. Alcohol permits deviant behavior in contexts that might otherwise be unacceptable. Being drunk is both an escape and an alibi for changed behavior; this becomes extremely important where people cannot seek change by manipulating personal associations. This underlies the tolerance shown by migrants for the "winos" who are a conspicuous group in most camps. While they are often small in number, the limited confines of the camp inflate their importance in establishing an atmosphere. Migrants regard winos as harmless: like homosexuals, they are disdained and the buff of teasing, yet they are accepted and tolerated. Where a sizeable number of winos are found in a single camp, they form a distinct and isolated group.

As far as the outside world is concerned—to the extent that outsiders come into the camps—it is the winos that constitute the most significant social group. And alcoholism is viewed as the predominant problem by migrants themselves. Heavy consumption of alcohol is a fact, yet it is overexaggerated. Not only do most migrants have insufficient funds for serious alcoholism, but the fact that they must, with their relatively meager incomes, pay double the retail price to buy their alcohol limits the amount of drinking.

Bullying

Bullying is a serious if little-understood problem in schools. A 1984 study by the National Association of Secondary School principals found that even in the best-run schools 25% of the students said fear of being bullied was one of their most serious concerns. While we know little about the root causes of bullying, data suggest that neither ethnicity nor race are factors. Dr. Nathaniel M. Floyd, a psychologist who has studied bullying, says abusive family situations seem to be a strong contributing factor. "A bully at school is often a victim at home," Floyd says. "These children may have learned aggression at the hands of a parent. Often bullies have been abused, or have witnessed the parent beat up his spouse or other children in the home." Chronic victims of bullies are also often victims of abuse or neglect, though many victims come from overprotective homes where dependent behavior has been rewarded. (For what it is worth, Floyd says an assertive posture that can be developed through assertiveness training techniques can be effective in warding off bullies.)

Floyd believes that both potential bullies and chronic victims must be identified early because prevention is essential. Once these behaviors become ingrained, they are very difficult to change. He also feels that bullying behavior is reinforced by our cultural bias toward criticizing and blaming. "Kids are influenced by the culture, which endorses belittling and teasing, especially at athletic competions. In truth, we have become a blaming society." Whether Floyd is right or not about our being a blaming society, you can make certain that yours is not a blaming classroom, and you can identify instances of abuse or neglect before they ossify into bullying or submissiveness.

Voices From the Field of Migrant Education

Migrant Education is a field of study that has recently come of age. An impressive body of research has been created during recent decades. Much of what has been learned is applicable to any classroom for any student, such as the need for an atmosphere of mutual respect. Some of what has been learned has special importance for migrants, though it is also valid for mainstream students, such as the value of group activities and the crucial role of language acquisition in the development of cognitive skills. A few things that are doubtless valid for Migrant Education are inconvenient for the mainstream, such as the recognition that standardized tests are based on standards that do not maintain for migrant children or for various other minorities.

What you will find in the next few pages is a tiny sampling of what your colleagues in migrant education are saying. It should serve as an introduction to an exciting body of scholarship which you will first master and then, in your turn, enlarge.

Michael Reed, on the repertoire of references developed in the home.

I think we can start with the idea that regular schools have been particularly successful with a specific type of child. And they've become much more successful with middle class and upper class children. Now there's a reason for this. And we have to turn to some of the latest research to find out why it is that they haven't reached lower class children and limited English proficient children as effectively as they've reached middle class children. The reasons that we've been able to look at through research deal primarily with what one might call socio-cultural and linguistic problems. Most of the studies on Black children in the ghetto, migrant children, children from disadvantaged households, have shown that intelligence—although it was first thought to be the major reason that lower class children did not succeed—intelligence has absolutely nothing to do with their success or failure. You find as many very bright children in lower class homes as you do in upper class homes. But that intelligence is not nurtured as much in that type of

environment as it is in the middle class home. And that's one of the things that I want to stress. I mentioned socio-cultural differences between a lower class home and a middle class home. Well, what does that mean? That's a long word which means there are different kinds of interaction going on in the homes of lower class families than there are in middle class families. Now let me cite some specific examples. I'm a parent so I can talk from experience and if you are, this will make sense to you too. With my children I spend a lot of time reading books to them, I spend a lot of time showing them different shapes, talking about colors, answering their questions, taking them to the zoo. All kinds of experiential things which when then are added up, year upon year, they have a tremendous impact on the child. They tend to make a child more ready for the academic challenges of first grade. Now what happens in a lower class home? Generally there aren't any books around. There may be, but we're talking generalities. There may be a television, but that's not a very educational medium. Parents do not talk to their children in the same way. They don't generally answer their children's questions in as complete responses. Things are labeled as things rather than their real name. "Oh that's a thing, that's a flying thing", instead of what it really is. So you don't get a parent who would distinguish between a jet and an airplane and a glider. These type of things improve the language or linguistic depth of a child. And the point is, that they mount up. Over five years upper and middle class children have a whole wealth of experience which I'll call repertoire that the lower and disadvantaged populations never get. And this has an incredible cumulative effect, especially if you buy the idea that I ascribe to that the first five years of a child's life are the most important in his life. Because I think its been shown, and I've seen it in my own experiences and programs, that a child's potential can be changed or dampened according to the number of experiences that he had. There's a very famous study that was just recently done in Ypsilanti, Michigan, which followed preschoolers who had had a Head Start program all the way through adolescence. These were Black preschoolers. And those preschoolers who had had a Head Start program versus those who didn't showed an incredible difference once they got to the stage where they might be graduating from high school. Those who had had a preschool program showed 50% less incarceration, that is jail sentences, 50% more graduated from high school, 50% less teenage pregnancies, 50% more feeling of success in life. So that's just one longitudinal study which shows what I'm trying to point out—that those first five years are really the most important in any child's life. And to put this in terms of perspective of the school, you have to remember that we get the child when he's six years old, and those most important years may have been lost because in those lower class homes we don't get the same kind of experiential interaction. Now, the schools come into play because they immediately treat everyone as if they did have the same type of experience. And for our migrant kids and LEP (Limited English Proficient) kids this is extremely dangerous because you're putting a double punishment on the child since he has not had experiences that a middle class child has had. When he comes in the school, he is expected to have those. And if he doesn't have those, he will suffer. Because what is the first activity that we put children to do when they come into school? Reading readiness. Math readiness. These are all activities which involve previous experience. Reading readiness involves discrimination of shapes, naming of shapes, discrimination of letters, naming of letters, putting a sound to a letter. These are higher level, cognitive tasks which involve language. And you can see, if I had told my child for three years, this is a triangle, this is a circle, this color is orange; versus some child who had never had that and is confronted with it at age five, my child and your child are going to breeze through those activities and go right into reading. What happens to the migrant child or the Black child or the disadvantaged child who hasn't had that? He turns off. He says, my gosh I haven't had this; I don't know what they're talking about; they're forcing me to do something I've never seen in the home; I really don't know what these books are for. And so what you get is, a situation where the child who had, through the way he was born—his location, his parents, not having had these experiences—is all of a sudden made to suffer because he simply hasn't had those and is expected to learn and breeze through activities that other children have had. Now in the past his failure has been attributed to intelligence- he's just not as smart as everyone else. But if you take any child you will find that if they haven't had these kinds of language experiences and other types of interaction, they will have trouble with these activities. Well, rather than throwing up our hands and saying there's nothing we can do, I think migrant educators first need an awareness of what the differences are between our children (referring to migrant children) and say, middle class children. And without saying we're defeated, we can turn those differences into strengths if we only have the awareness of where our kids will need a little bit of extra help and the type of programs that will take into account that they have some deficiencies in their repertoire. We can make up for those deficiencies by having different kinds of programs from those that might be thrown at them in the regular school year. But the key to this is how can we convert these differences into assets and not liabilities.

Gino Baruffi, on Parent Involvement

Gino Baruffi was a consultant with the State Office of Child and Youth Study when he made this observation, quoted *Children at the Crossroads* (1975). Money is tighter now than it was then, but his emphasis on viable families is as valid now as it was a decade ago.

Says Mr. Baruffi: "Money is not the answer to educating migrant children, helping them break out of the poverty cycle—at least not the only answer. Getting the physical things is the easiest part. What is difficult, and what must be done, is to make these families functional in our society.

"We have to go a lot further than we've gone in counseling the parents as well as trying to educate the children."

James Day, on the importance of the family.

James Day is the author of a splendid survey of Migrant Education entitled *Migrant Education*. He emphasizes the key role played by the family in any compensatory program:

The many compensatory educational programs of the sixties have not had much effect on children who are different. The ineffectualness of these school programs on the educational achievement of these children is due

to poor home conditions. For migrant children whose homes are poor, as much attention must be given to the family as is given to the child's schooling. Teachers, counselors, and community services must be used effectively to improve the family situation of in-migrants. It can be expected that with home and family improvements the migrant child who is different will make corresponding gains in school.

Alice S. Honig, on Parent Partcipation.

First, from her excellent book *Parent Involvement in Early Childhood Education*, Alice Honig describes the importance of parents:

Most of all, parents need to feel how much they make a difference in their children's lives. Their paying attention, their pleasure expressed, their listening, their interest—all nourish the growing self of the child as food nourishes his or her body and as toys and sights, sounds, and smells nourish the senses. Not only their importance to their children should be clarified and given specific meaning, but also the opportunity such interactions give them personally for finding pleasure and interest in their relationships with their own and with others' children.

Next, Honig emphasizes the **established fact** that educational gains for disadvantaged students cannot be sustained without family support:

Dissipation of Intervention Effects Where Parents Weren't Involved

The first historical stream feeding the present rushing tide to involve parents in their children's learning stems from the undisputed failure of almost all intervention programs without such involvement to sustain the often considerable cognitive gains demonstrated during the child's participation in such a program.

Failure to maintain cognitive gains where parent involvement was minimal or nonsystematic has been found regardless of the theoretical orientation or curricular format of the program. Thus Schaefer's tutorial at-home model with low-income Washington, DC, infants, Caldwell's omnibus day care model at Syracuse, and Bereiter-Engelmann's model of pattern-drill lessons for low-income preschoolers in specific cognitive skill areas have all demonstrated quite encouraging cognitive gains for participating children in comparison with controls, and then declines over time in these accrued advantages. The conviction that parent involvement remains an indispensable ingredient for sustaining program accomplishments after a young child's participation in an early education program has led experts to affirm that "to work with children alone is to invite failure and frustration"

Focus on Parent Growth As Well As Child Development

Since parents are a child's most important people, and his or her earliest and most continuous teachers, more and more attention has been given not only to possible child gains over the relatively short life span of enrichment programs but to increases in positive maternal attitudes and competencies with respect to self development as well as child development.

The Nurseries in Cross-Cultural Education (NICE) program for children and parents in San Francisco (Lane, Elzey, and Lewis 1971) has searched actively for varieties of experiences by which parents of children in a multicultural preschool can become more involved with their children's learning and with their own growth and development as adults. Their program has documented and emphasized some of the changes in parents themselves as they were helped by teachers, social workers, and each other. Parents participated in a variety of ways—brown-bag lunches at the preschool, informal parent education groups, and, finally, a series of two-hour parent training classes for fifteen weeks. The parents spent one day a week at the nursery school trying out ideas discussed in class. Parents were encouraged to share their own childhood experiences with each other and to help determine some of the course content. The parents, through observing and writing about their own, their child's, and other children's experiences and feelings, came to have a great deal more understanding of developmental problems and confidence in their own resources as reflected in home visit ratings and parents' own written descriptions.

Summary of Research Evidence of Parent Participation—and Prescriptions

After an in-depth survey of the effects of a variety of intervention programs—some with and some without parent participation—Bronfenbrenner strongly concluded:

The evidence indicates that the family is the most effective and economical system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as an active participant is critical to the success of any intervention program. Without such family involvement, any effects of intervention, at least in the cognitive sphere, are likely to be ephemeral, to appear to erode rapidly once the program ends. In contrast, the involvement of the parents as partners in the enterprise provides an on-going system which can reinforce the effects of the program while it is in operation, and

help to sustain them after the program ends.

Schaefer too has surveyed the effects of intervention programs and concluded that a more comprehensive definition of education is necessary. Such a redefinition then leads to a major new objective for professional educators in order to influence the child's education in the home, community, and through the mass media from birth onward—before school entrance, evenings, weekends, holidays, vacations and after the school years. This objective would require that educators involve themselves in training parents and future parents in family care and education skills. . . . The ability of the family to care for and educate the child is weakened by stresses and strengthened by support from neighbors, friends, relatives, social groups, and relevant professionals. . . . If the education profession could develop new roles they might provide training and experience in child care and education to future parents throughout the period of school attendance and also provide methods, materials, training, and consultation to parents of school-age children. Training and support for family care and education of the child before school entrance might be provided by health personnel, by educators, or by a new discipline. . . .

Ideally, professional education will provide support for family education of the child. . . . Schools are necessary but not sufficient for the education of the child.

You are urged to consult Alice Honig's book. Her Chapter 5 details some of the difficulties you may encounter in trying to involve parents, and her Chapter 6 is an invaluable source of information about available resources. Here are her conclusions:

1. *The parent is curriculum creator and educator. Parents are responsible for the development of their children. The parent must be seen as the responsible person by program personnel.*
2. *Efforts to involve parents with their young child's learning and education must be varied to meet parental and child developmental needs.*
3. *Patience is a virtue. Some parent involvement efforts take a lot more "give" before they "take."*
4. *Parent involvement personnel are an enrichment program's catalysts, the indispensable ingredient. If they care about the development of mothers, fathers, and their children and do things to show they care, and they have knowledge, skills, and techniques, then a program can work.*
5. *Parent involvement means not only lessons but a way of working with parents, children, and lessons. Flexibility is the key concept in changing and adapting task ingredients and games so that household resources, and parent/child motivational and skill levels are taken into account.*

   Parent involvers must meet the problem of the match between program goals and present family functioning and needs.

   Teaching styles: Modeling and demonstrating skills and caring qualities may work better than teaching by talk alone.
6. *Training of parent involvers is essential. Visits alone to parents are not enough to ensure change. People need skills to help other people change and grow.*
7. *Paraprofessionals and professionals both can be effective parents involvers; each may have particular effectiveness working with either parents or children (Gordon and Jester 1972).*
8. *Looking for short-term cognitive change measures may short-change a program's value.*

   Social development outcomes are very important. As Zigler (1970) has noted, more important than gains in intellectual level is the fact that many parents have had experiences which have alienated them from our society. He stresses the need to give parents and children experiences that will help them to actualize themselves within the social framework. "We must be just as concerned with the development of positive attitudes and motives as with the development of the intellect".
9. *Parent involvement is not only for the poor. Parenting skills come in all sizes and shapes and degrees in all families. Lots of us could use more of these skills.*
10. *Parent involvement is not only for those with children in day care or school programs. All babies and preschoolers in or out of such programs can use that special early learning supplement that only parents can implement on a full scale, anytime any-place basis.*

    With parents effectively involved in their children's development and education, none of us will be afraid to answer Kruger's challenging query: "What kinds of parents will your grandchildren have?"

George H. Brown, on the difference disadvantaged parents can make.
Everyone knows that students from affluent families have great advantages, having developed that repertoire of references discussed by Michael Reed. George H. Brown notes statistical data showing that parental involvement can make a crucial difference even if the parents are improverished. Bluntly stated, no matter how little money a family has, the parents can help their children to learn by becoming involved in the process.

All of the relationships presented in this bulletin point in the same general direction—that school grades are related to parental involvement. These data alone do not establish causality, however, nor who influences whom. Perhaps children who do well in school somehow stimulate their parents to take more interest in their activities, for instance. However, it seems more reasonable to infer that parental involvement acts to enhance the child's academic achievement. This interpretation is consistent with numerous other studies.

People who have looked at these data have asked whether the relationships presented in this bulletin could be explained by differences in the students' family backgrounds—factors such as socioeconomic status, for example. To check such possibilities, additional analyses were carried out. Still, the overall trend of the relationships between school grades and parental influence was much the same when socioeconomic status was taken into account. The finding remains that parental involvement has a positive relationship to student grades.

George H. Brown, National Center for Education Statistics Bulletin, March 1985.

Twyla Frank, on what it is like to work with migrant families.
It is very difficult to teach developmental skills when a lot of family

trauma is going on. There are many situations which I myself cannot take care of because I don't have the authority, I don't have the ability, I don't have the expertise, so its very important to know where to go. It's really worthwhile looking up the people who can provide the services for migrant families, getting to know them by name and by face so that when I make a phone call, there is some immediate knowledge of who it is that I'm associated with. And I have found that there are situations that are definitely educational distractions, like being hungry, being cold, that can be cared for by groups outside our tutorial. And its very helpful to know where to go before the crisis is upon you.

From the Scholarly Perspective

Migrant educators have much to learn from scholarly research into larger questions about the nature of children, families, and society. There is a rare consensus that it is never too soon to start developing the attitudes and skills that contribute to full humanity. Here is an except from Jean Illsley Clarks's *Self-Esteem: A Family Affair* about building self-esteem in infants:

How Can We Build Positive Self-Esteem in Infants?

Three ways that adults can build positive self-esteem in infants are by giving them lots of positive strokes, by affirming their beings so they develop trust in themselves and in the world, and by visualizing them as having confidence in themselves.

Positive Strokes

Babies need food, water, air, protection, and strokes. Yes, strokes—being caressed, being sung to, being cuddled, being touched, being talked to, being rocked, being touched, being carried, being handled, being touched. In his helpful book Touching—the Human Significance of the Skin, Ashley Montague says, "Among the most important of the newborn infant's needs are the signals it receives through the skin, its first medium of communications with the outside world." Babies who are not touched can experience depression, lack of appetite, weight loss, and death. This condition is called **marasmus** *or wasting away. Touching a baby's skin stimulates growth, both physical and mental. So, if you want your baby to grow up healthy and smart—cuddle her. Often.*

The talking and touching that the baby gets are called unconditional strokes. They **are positive rewards for being.** *The baby does not have to earn them. She does not get them on the condition that she behave in a certain way. She gets them just because she is there. They are strokes for being and are very important since the job of the infant is to decide to be. "To be, or not to be: that is the question." If she gets enough care, if her needs are met, she will decide to be, to trust her caretakers, to trust herself, and later, to trust her world.*

The frequency and quality of the strokes we give to infants are important because children define themselves in terms of the strokes that they get. Warm, tender, loving responses to a baby's cry will invite her to decide that she can get her needs met, that she is OK. There's lots of positive self-esteem in that. A grumpy, rough response invites her to decide that she is not OK and maybe that other people are not very OK either. She may still decide to live, to be, but it will be a less confident, less joyful decision. Not much positive self-esteem in that.

Unlucky is the child who is told not to be. "I wish you had never been born" is an invitation to a child to decide not to be. They are **"don't be" messages.** *She may end her life quickly with an automobile or slowly with alcohol or other drugs or she may live her life without really being, by living only a small part of the life she is capable of living. There's little positive self-esteem there.*

Christopher Lasch

Christopher Lasch is a provocative scholar who argues that American society fosters a narcissism that is ultimately beneficial neither to the individual nor to the group. He argues that the family once fostered the development of an individual conscience that helped the individual develop self-control. Lasch is dealing with intricate matters in sophisticated ways that do not lend themselves to easy summary. Migrant Educators may wish to learn from Lasch the importance of the family and also to take warning that their own roles are ambivalent: schools often usurp family authority, or undermine it. Work to be certain that you are strengthening the families of your students, not attempting to replace them.

Today the state controls not merely the individual's body but as much of his spirit as it can preempt; not merely his outer but his inner life as well; not merely the public realm but the darkest concerns of private life, formerly inaccessible to political domination. The citizen's entire existence has now been subjected to social direction, increasingly unmediated by the family or other institutions to which the work of socialization was once confined. Society itself has taken over socialization or subjected family socialization to increasingly effective control. Having thereby weakened the capacity for self-direction and self-control, it has undermined one of the principal sources of social cohesions, only to create new ones more constricting than the old, and ultimately more devastating in their impact on personal and poltical freedom.

Selma Fraiberg

Selma Fraiberg emphasizes the crucial role of warm human attachments during the first years of life.

If we read our evidence correctly, the formation of the love bond takes place during human infancy. The later capacity of the ego to regulate the aggressive drive is very largely dependent upon the quality and the durability of these bonds. The absence of human bonds in infancy or the rupture of human bonds in early life can have permanent effects upon the later capacity for human attachments and for the regulation of aggression.

It would be a mistake, of course, to blame all human ills on failure in early nurture. There are other conditions in the course of human development which can affect the capacity to love and the regulation of drives. Yet the implications of maternal deprivation studies are far-reaching and, if properly interpreted, carry their own prescription for the prevention of the diseases of non-attachment. As I see it, the full signifance of the research on the diseases of non-attachment may be this: we have isolated a territory in which these diseases originate. These bondless men, women, and children constitute one of the largest aberrant populations in the world today, contributing far beyond their numbers to social disease and disorder. These are the people who are unable to fulfill the most ordinary human obligations in work, in friendship, in marriage, and in child-rearing. The condition of non-

attachment leaves a void in that area of personality where conscience should be. Where there are no human attachments there can be no conscience. As a consequence, the hollow men and women contribute very largely to the criminal population. It is this group, too, that produces a particular kind of criminal, whose crimes, whether they be petty or atrocious, are always characterized by indifference. The potential for violence and destructive acts is far greater among these bondless men and women; the absence of human bonds leaves a free "unbound" aggression to pursue its erratic course.

The cure for such diseases in not simple. All of us in clinical work can testify to that. But to a very large extent the diseases of non-attachment can be eradicated at the source, by ensuring stable human partnerships for every baby. If we take the evidence seriously we must look upon a baby deprived of human partners as a baby in deadly peril. This is a baby who is being robbed of his humanity.

I firmly believe that the children of poverty are the single largest group in our nation which is robbed of its human potential in infancy and the early years.

The children of poverty suffer lost and broken connections in their human partnerships as a commonplace experience: for other children in our society this need not be. I have argued that this is not a wholesale indictment of parents in poverty, rather that poverty robs a parent of the freedom to make the good choices and the wise choices on behalf of children.

The bad choices are obligatory. And they are supported by public policy.

A rational public policy for children cannot coexist with poverty and our current welfare practices. Yet each of the income redistribution plans which has been proposed to date has created a storm. "Something for nothing!" "Astronomical costs!" "Inflationary!" In a year like 1976, for instance, in which our Defense budget was 114 billion dollars, the phrase "astronomical costs" had a hollow ring.

The cost of maintaining children in poverty cannot be calculated in dollars and cents. For those who like to work out the figures, I would suggest some of the factors that need to go into the calculation. The lost and broken human connections which are the common lot of many young children in poverty are directly related to the social diseases of poverty. School failure, juvenile crime, mental instability are increased in any population in which the bonds between the child and his human partners are absent or eroded as in the circumstances of poverty. Malnutrition in utero and throughout the years of childhood is directly related to the high incidence of disease and early death in the families of poverty.

The climate of self-denigration and despair will do the rest. By the time the welfare child has reached the age of six, his net worth in cash and IQ will be calculated for him, and he will know it isn't much. If he survives to the age of marriage, he is likely, as the rest of us are, to reproduce the patterns of his child-rearing for his own children.

What I am saying, then, is that the institutional guardians of the baby's human rights—and I am one of those—can mend, repair, bring wisdom to the cause of babies but cannot take the place of tribal guardians of the baby. Neither can we all return to villages to revive the ancient practices. There must be ways in which a modern urban society can find measures to replace or reconstitute or rediscover the tribal guardians who insure the

rights of infants.

A nation is a community, too. We are still new in the experiment of democracy and the ways in which our social institutions can respond to need on a vast scale. When the institutions do not serve these needs and may themselves be inventing new social diseases while we are working on the old ones, we spend much of our human energies in repairing and patching, or simply imploring the machine to work (a practice that I employ with my household appliances when they become obstinate). In the case of those institutions that serve children and their families, there is now a colossal apparatus which spans the country and consumes a fortune—and it doesn't work.

I think it doesn't work because there are no governing principles among these institutions, no ideas which give unity and purpose to their programs. They have lost "the human center," to use Erich Kahler's phrase. And when that is lost, the programs themselves can do nothing more than perpetuate themselves, like those monstrous machines that have discovered the secret of self-duplication.

If we take seriously the psychological evidence that emerges from the study of human infancy—and I think we must—there is a unifying principle

which can govern the social programs which serve families and their children. The principle is found in the primacy of human attachments. If we translate this principle into a creed for the governance of these programs and services provided by them it might be stated in these words: Every social program in medicine, law, education, and public welfare must commit itself to the protection of the human rights of children, the rights of enduring human partnerships, the right to be cherished by family and community, the right to fully realize their human potential. The same principle provides useful guidelines for judging the performance of a program and revisions of programs. Thus, if medical practice exerts itself on behalf of the physical well-being of babies and their families but neglects the psychological needs of a child and his parents at birth and after birth, it has not fully protected the human rights of children and must answer to the community. If our laws and our court practices deprive children of their rights through obsolete beliefs and judgments, the laws and their executors must be called to public accounting for ignorance of the psychological needs of children. If our day-care programs and our educational programs ignore the psychological needs of children, or assault these needs through their practices, they must answer to an outraged citizenry. If our programs for families in poverty create conditions in which a child may be starved physically and psychologically, these programs must be abolished, and humane solutions must be found.

The question, "Can we afford billions to abolish poverty and billions for defense?" falsifies the issues for the voter and the taxpayer. Our budget priorities have gone to defense because the generals have persuaded us that these billions will insure our survival as a people. It can be fairly argued that the highest priority for mankind is to save itself from extinction. However, it can also be argued that a society that neglects its children and robs them of their human potential can extinguish itself without an external enemy.

Non-Migrant Families: Roots of Racism

American society has made considerable progress in reducing formal, legal discrimination. Racism remains a problem, a terrible problem, because many of us harbor intolerant attitudes in our hearts, attitudes our children pick up in the home. Mainstream children must be taught true tolerance, and that means getting at their parents in their homes.

Schools mirror mainstream society. Minority students, poor students, handicapped students who sense themselves different may feel unwelcome in the school environment. Teachers must teach equality by practicing it. It is said that a parent owes a child three things: 1. Example. 2. Example. 3. Example. See that you are an example of respect for every individual in all of his or her cultural complexity.

Here are the words of James Day on prejudice and discrimination in their relationship to families and schools:

Prejudice is learned and is a result of socialization. At birth the child is without prejudice. However, each child is raised in a family that tends to reflect the attitudes of his community and society. To satisfy his needs the child incorporates into his personality the attitudes of his parents and significant other people. If these attitudes be those of prejudice and discrimination toward those who are different, the child soon learns these attitudes. Such attitudes in the main are learned before the age of six, preceding entrance to school.

The chance that migrant children will be different in the new school is high. They often are the recipients of prejudice and discrimination and are stereotyped in a derogatory way. This occurs because of prejudice, not because they are different. For example, the social attitudes attached to race and skin color often result in white children learning that good is associated with white and bad with black skin color. Such attitudinal learning is unhealthy and will result in little being accomplished in the education of black migrant children. The black children will develop feelings of inferiority while the white children will develop an unhealthy sense of superiority. Such attitudes of prejudice result in behavior of discrimination and prevent the acceptance and understanding of the migrant child who is different.

Naturally, children will recognize differences. All Americans must feel that it is desirable and healthy for people to differ. If all people are perceived as of equal value, both integration and segregation would not be important topics. The trouble is that too often people are not perceived as equals.

The goal of migrant education must be the elimination of prejudice toward those who are different. Without prejudice it will be possible to maximize freedom of choice and equality of opportunity. In the education of migrant children who are different prejudice can be eliminated through equal-status relationships between the migrant child and the dominant school children. Prejudice is not reduced through new teaching methods or by changing the curriculum. Human relations and the humanizing of schools will in time eliminate the unequal status of migrant children who are different. It is the prevelence of unequal status among school children that supports prejudice and discrimination within and outside our schools. Teachers must establish quality relationships or relationships on an equal-status foundation between migrant children and their classmates. The number of social contacts of children in school is not important. However, contacts that are equal-status in nature are important, while the interaction of unequals is apt to increase prejudice.

If ethnocentrism were removed from America, prejudice and discrimination would disapper. America, a complex and pluralistic society, must live up to its democratic ideals in human relations, equality, and justice for all. Our schools must stand and actively work for human rights and fundamental freedoms for all without distinction as to differences. Let teachers and their organizations lead the way in the elimination of prejudice and discrimination. Let the schools have a humanistic orientation, not a behavioristic one. Let human relations and intergroup education permeate all aspects of our educational programs, making it possible for the migrant child who is different to interact and learn on an equal footing with the dominant children. Teachers using a personalized approach will draw upon the uniqueness of each migrant child so he makes the most of himself. Before an educational program for migrant children can be thought of, ethnocentrism must be greatly reduced. A reduction will soon come if each school becomes a microcosm of mutual respect, a place where even a migrant child who is different can find dignity and worth.

State Offices of Migrant Education

ALABAMA
Mr. Cecil Bobo
Director, Migrant Education Program
State Department of Education
State Office Building
Montgomery, AL 36130
(205) 261-5145

ALASKA
Mr. Ronald Bedard
Education Administrator I
Office of Management and Budget
State Department of Education
Alaska Office Building - Pouch F
Juneau, AK 99811
(907) 465-2824

ARIZONA
Dr. J.O. Maynes, Jr.
Director, Migrant Child Education
Arizona Department of Education
1535 West Jefferson St.
Phoenix, AZ 85007
(602) 255-5138

ARKANSAS
Mr. Homer W. Neal
State Supervisor of Migrant Education
State Department of Education
Arch Ford Education Building
Little Rock, AR 72201
(501) 371-1853

Mr. Winford A. "Joe" Miller
Director, Migrant Student Record Transfer System
State Department of Education
Arch Ford Eduction Building
Little Rock, AR 72201
(501) 371-2719

CALIFORNIA
Dr. John Schaeffer, Manager
Migrant Education Office
State Department of Education
721 Capitol Mall - 3rd Floor
Sacramento, CA 95814
(916) 324-1556

COLORADO
Mr. Ernest Maestas
Supervisor, Migrant Education Program
Colorado Department of Education
303 West Colfax, 6th Floor
Denver, CO 80204
(303) 866-6758

CONNECTICUT
Dr. Patrick Proctor
State Migrant Program Director
State Department of Education
Box 2219
Hartford, CT 06145
(203) 566-8283

DELAWARE
Mr. Jose "Frank" Soriano
State Specialist, ECIA I, Migrant Education
State Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4667

DISTRICT OF COLUMBIA
Mrs. Francis Henry
Director
Department for Grants Administration
415 12th Street, N.W., Room 1004
Washington, D.C. 20004
(202) 724-4235

FLORIDA
Dr. Ulysses Horne
Administrator, Federal Compensatory Education
State Department of Education
Knott Building
Tallahassee, FL 32301
(904) 487-3517

GEORGIA
Ms. Sarah H. Moore
Coordinator, Migrant, ESL Programs
State Department of Education
Twin Towers East
Atlanta, GA 30334
(404) 656-4995

IDAHO
Ms. Carolyn Reeves
Coordinator, Migrant Education
State Department of Education
650 West State Street
Boise, ID 83720
(208) 334-2195

ILLINOIS
Mr. A. Larry Jazo
State Migrant Director
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-6038

INDIANA
Mr. Santiago Garcia, Jr.
Director, Division of Migrant & Bilingual Bicultural Education
State Department of Public Instruction
State House, Room 229
Indianapolis, IN 46204
(317) 927-0140

IOWA
Mr. Paul Cahill
Director, Migrant Education Program
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-5313

KANSAS
Mr. Juan Rocha
Migrant Specialist
State and Federal Program Administration
State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3161

KENTUCKY
Mr. Lawrence Stamper
Division of Compensatory Education
State Department of Education
Capitol Plaza Tower Room 1709
Frankfort, KY 40601
(502) 564-3301

LOUISIANA
Mr. Ronnie Glover
Director, Bureau of Migrant Education
State Department of Education
P.O. Box 44064
Baton Rouge, LA 70804
(504) 342-3517

MAINE
Ms. Pamela Gatcomb
Director, Migrant Education Program
State Department of Education and Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-3541

Mr. Donald K. Christie
Coordinator, ECIA, Chapter 1
State Department of Educational and Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-5306

MARYLAND
Mr. Ronn E. Friend
Acting Chief, Compensatory Education Branch
Division of Compensatory, Urban, and Supplementary Program
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 659-2413

MASSACHUSETTS
Mr. Daniel A. McAllister
Director, Migrant Education Program
The Foster School
922 Main Street
Tewksbury, MA 08176
(617) 851-5934

MICHIGAN
Ms. Cecilia Santa Ana
Director, Migrant Education Program
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-9467

MINNESOTA
Mr. I. Peter Moreno
Director, Migrant Education Unit
State Department of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-0324

MISSISSIPPI
Mr. Sam B. Parker
Supervisor, Special Projects
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3498

MISSOURI
Ms. Nancee Allen
Director, Migrant Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3543

MONTANA
Mr. Jay R. McCallum
ECIA Chapter 1 Director
Department of Special Services
Office of Public Instruction
Helena, MT 59620
(406) 444-5443

NEBRASKA
Dr. Elizabeth Allred
Director
ECIA Chapters 1 & 2 & Migrant
State Department of Education
301 Centennial Mall South - Box 94987
(402) 471-2481

NEVADA
Mr. Jack O'Leary
Coordinator, Migrant Education Program
State Department of Education
400 West King Street, Capitol Complex
Carson City, NV 89701
(702) 885-3136

NEW HAMPSHIRE
Ms. Susan G. Rowe
Coordinator, Migrant Education Program
State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
(603) 271-2717

NEW JERSEY
Dr. Sylva Roberts
Director, Division of Compensatory Bilingual Education
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 984-2101

NEW MEXICO
Mr. Gilvert Martinez
Director, Chapter 1, ECIA
State Department of Education
Santa Fe, NM 87501
(505) 827-6534

NEW YORK
Mr. Richard Bove
Supervisor, Migrant Unit
Division of Educational Opportunity
State Education Department
883 Education Building Annex
Albany, NY 12234
(518) 474-1233

NORTH CAROLINA
Mr. Robert Youngblood
Assistant Director
Migrant Education
State Department of Public Instruction
Raleigh, NC 27611
(919) 733-3972

NORTH DAKOTA
Mr. Curtis O. Stahl
Chapter 1, Migrant Administrator
Department of Public Instruction
600 Boulevard East
Bismarck, ND 58505
(701) 224-2284

OHIO
Mr. Thomas Wilson
Assistant Director
Division of Federal Assistance
933 High Street
Worthington, OH 43085
(614) 466-4161

OKLAHOMA
Mr. Keith Stone
Administrative Officer, Migrant Program
State Department of Education
2500 North Lincoln, Suite I-33
Oklahoma City, OK 73105
(405) 521-2847

OREGON
Mr. Jose O. Garcia
Coordinator, Migrant Education
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310
(503) 373-1378

PENNSYLVANIA
Dr. Manuel Recio
Acting Migrant Educaiton Coordinator
State Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17108
(717) 783-9161

PUERTO RICO
Ms. Carmen Gloria Ortiz
Director, Program for Educational Services to Migrant Students
Department of Education
F22 Hato Rey Plaza
Hato Rey, PR 00919
(809) 754-1050

Ms. Carmen Morales
Federal Liaison Officer
Federal Affairs Office
Department of Education
Hato Rey, PR 00919
(809) 754-0134

RHODE ISLAND
Ms. Virginia M.C. da Mota
Coordinator, LEP Unit
State Department of Education
235 Promenade Street
Providence, RI 02908
(401) 277-3037

SOUTH CAROLINA
Mr. Frank Washington
State Migrant Supervisor
State Department of Education
Rutledge Building, Room 200
Columbia, SC 29201

Mr. John L. Seurynck
Director
Office of Federal Programs
State Department of Education
Columbia, SC 29201
(803) 758-8854

SOUTH DAKOTA
Mr. Dennis A. Gibbs
Coordinator, ECIA, Chapter 1
Division of Elementary and Secondary Education
Department of Education and Cultural affairs
Pierre, SD 57501
(605) 773-3218

TENNESSEE
Mr. Chester Hill
Chief, Federal Program Services
State Department of Education
1150 Menzler Road
Nashville, TN 37219
(615) 741-0628

TEXAS
Mr. Frank Contreras
Director
Division of Migrant Education Programs
Texas Education Agency
1701 North Congres
William B. Travis Building
Austin, TX 78701
(512) 463-9067

UTAH
Mr. Jerry Ortega
Director, Migrant Education Program
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 533-6092

VERMONT
Mr. Gerald Robinson
Director, Migrant Education Program
500 Dorset Street
South Burlington, VT 05401
(802) 658-6342

VIRGINIA
Mr. George Irby
Supervisor, Division of Compensatory Education, ECIA, Chapter 1
State Department of Education
P.O. Box 60
Richmond, VA 23216
(804) 225-2911

WASHINGTON
Mr. Paul de la Rosa
Director, Supplementary Education Programs
Division of Instructional Programs and Services
Office of the Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-1031

WEST VIRGINIA
Dr. Edward J. Moran
Assistant Director
Compensatory Education & Supplementary Program
State Department of Education
Capitol Complex, Bldg. # 6, Rm. 252
Charleston, WV 25305
(304) 348-3368

WISCONSIN
Dr. Myrna Toney
Special Department of Public Instruction
125 South Webster Street, Box 7841
Madison, WI 53707
(608) 266-2690

WYOMING
Mr. Lyle S. McIrvin
Coordinator, Program Services for Instructionalized, Disadvantaged and Migrant
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6239

BEST COPY AVAILABLE

Suggested Readings

America's Children. National Council of Organizations for Children. 1976.

Dorman, Rebekah, ed. *Preventing Child Abuse in the Harvest*, 1985. *(ESCAPE).*

Gonzales, Ramon. *Migrant Parents' Rights and Responsibilities.* 1982. *(ERIC).*

Fraiberg, Selma. *Every Child's Birthright: In Defense of Mothering.* Basic Book: New York, 1977.

_____ *The Magic Years.*

Honig, Alice S. *Parent Involvement in Early Childhood Education*, 1975.

Lasch, Christopher. *The Culture of Narcissim: American Life in an Age of Diminishing Expectations.* New York: Norton, 1978.

_____ *Haven in a Heartless World: The Family Besieged.* Basic Books: New York, 1977.

Lewis, Oscar. *The Children of Sanchez.* New York: Random House, 1961.

_____ *LaVida: A Puerto Rican Family in the Culture of Poverty.* Random House: New York, 1966.

_____ *A Study of Slum Culture: Backgrounds for* **LaVida.** Random House: New York, 1968.

Preparing an Information Manual for Migrant Parents, developed by Teryl Lundquist for the Georgia State Department of Education, 1984.

Neyhus, A. and Neyhus, M. *Relationship of Parents and Teachers in the Indentification of Children with Suspected Learning Disabilities.* Journal of Learning Disabilities, 1979.

Effective Schools

Austin, Gilbert R. "Exemplary Schools and the Search for Effectiveness." *Educational Leadership*, Vol. 37, No. 1, pg. 10-14. October, 1979.

Benjamin, Robert. *Making Schools Work.* New York: Continum. 1981.

Bickel, William E. "Effective Schools: Knowledge, Dissemination, Inquiry." *Educational Researcher*, Vol. 12, No. 4, pg. 3-5. April, 1983.

Edmonds, Ronald. "Effective Schools for the Urban Poor." *Educational Leadership*, Vol. 37, No. 1, pg. 15-24. October, 1979.

_____ *Effective Schools: A Summary of Research.* Arlington, Virginia: Educational Research Service. 1983.

Purkey, Stewart C. and Smith, Marshall E. "Effective Schools: A Review." *The Elementary School Journal*, Vol. 83, No. 4, pg. 427-452. March, 1983.

Ralph, John H. and Tennessey, James. "Science or Reform: Some Questions About the Effective Schools Model." *Phi Delta Kapppan*, Vol. 64, No. 10, pg. 689-694. June, 1983.

Rutter, Michael, et. al. *15,000 Hours.* Cambridge, Mass.: Harvard University Press. 1979.

Westbrook, John D. "Considering the Research: What Makes an Effective School?" Southwest Educational Development Laboratory, Austin, Texas. 1982.

Effective Teaching

Bennett, *N. Teaching Styles and Pupil Progress.* Cambridge, Mass.: Harvard University Press. 1976.

Brophy, Jere E. "Teacher Behavior and Student Learning." *Educational Leadership*, Vol. 37, No. 1, pg. 33-38. October, 1979.

Dunn, Rita S. and Sunn, Kenneth J. "Learning Styles/Teaching Styles: Should They. . .Can They. . .Be Matched?" *Educational Leadership*, Vol. 36, No. 4, pg. 238-244. January, 1979.

Ellis, Susan. "Models of Teaching: A Solution to the Teaching Style/Learning Style Dilemma." *Educational Leadership*, Vol. 36, No. 4, pg. 274-277. January 1979.

Good, T. "Teaching Effectiveness in Elementary School: What Do We Know About It?" *Journal of Teaching Education*, Vol. 30, No. 2, pg. 52-64. March/April, 1979.

Hosford, Philip L., ed. *Using What We Know About Teaching.* Alexandria, Virginia: Association for Supervision and Curriculum Development. 1984.

Hunter, Madeline. "Teaching is Decision Making." *Educational Leadership*, Vol. 37, No. 1, pg. 62-67. October, 1979.

Kuchinskas, Gloria. "Whose Cognitive Style Makes the Difference?" *Educational Leadership*, Vol. 36, No. 4, 4, pg. 269-271. January, 1979.

Motivation

Condry, John and Koslowski, Barbara. "Can Education Be Made Intrinsically Interesting to Children?" ERIC Clearninghouse on Early Childhood Education, Urbana, Illinois. 1977 (ED 153 706)

DeCharms, Richard. *Enhancing Motivation.* New York: Irving Publishers, Inc. 1976.

Farrell, John A. "Motivation and Learning It's Easy as Riding a Bike." *NASSP Bulletin*, Vol. 66, No. 454, pg. 5-8. May, 1982.

Hunter, Madeline. *Improved Instruction.* California: TIP Publications. 1978.

Hunter, Madeline. *Motivation Theory for Teachers.* California; TIP Publications, 1983.

Hunter, Madeline and Breit, Sally. *Aide-ing in Education.* California: TIP Publications. 1983.

Maslow, Abraham. *Motivation and Personality.* New York: Harper and Row. 1970.

_____ "Motivation." *Practical Applications of Research*, Vol. 5, No. 1, pg. 1-4 September, 1982.

_____ "Student Motivation: An Intricate Puzzle." *The Practioner*, Vol. 5, No. 3, pg. 1-8. March, 1979.

Migrant Educators may be in danger of taking a partronizing stance toward migrant children and their families. They may be doing too much for them and expecting too little from them. It seems entirely reasonable that migrant parents can be motivated and trained to take responsibility for considerably more personal information and initiative in their own behalf than they are currently permitted to."

Cassandra Stockburger

DISCLAIMER: Opinions expressed in the Mentor books are those of the individuals expressing them. These ideas reflect the informed opinions of experienced educators, to be adopted, adapted, or ignored according to your needs. These ideas do not represent official policy of the USDOE, the New York State Education Department, or the Mentor Project.

The Mentor Project is under the aegis of the New York State Department of Education's Migrant Unit, Richard A. Bove, Chief. Funding is from a 143 grant by the U.S. Department of Education. Mentor was conceived by Dr. William Q. Davis of Potsdam College. Mentor courses and materials were developed, written, and edited by Ken Lawless.

MENTOR: Migrant Educators' National Training OutReach

Correspondence Courses for College Credit in Migrant Education

Write MENTOR, Potsdam College, Potsdam, NY 13676 or call 315-267-2504

BEST COPY AVAILABLE